

PROGRAM AMENDMENT

SCHOOL IMPROVEMENT GRANTS

District Name: Jefferson School Name: Doss High School

Person Submitting Amendment: Jordan Paskitti

Reviewer: Tara Rodriguez Date Revision Approved: 3-28-18

Sections	(Amend)Yes or No	Description data supporting amendment and strategies to be included.
<p>Section 1: Commitment to Serve</p> <ul style="list-style-type: none"> Assessment data Non-cognitive data Causes and contributing factors Strategy selection 		<p>Doss High School has a high percentage of novice learners on all EOC's and KPREP assessments. Doss High School has fully implemented career academies and project-based learning for the 2017-2018 school year. Project-based learning (PBL), cross-curricular collaboration, and career academy community partnerships are all components to reducing the number of novice.</p> <p>Students who are enrolled in professional career academies have been known to have increased levels of interpersonal skills, be less likely to drop out of high school, and have an increased likelihood to graduate on time. (Kemple, 2000) A recent study mentions the great benefits that career academy students receive when working with an intimate and rigorous learning community where they learn the power of working together. (Kemple, 2004)</p> <p>Doss High School is in the 2nd year of implementing a wall-to-wall career academy model and while we are seeing success, we have much to learn about successful career academies in urban school settings, best practices for integrating content standards within academy models, and sustainability of career academies.</p> <p>Doss High School's CSIP highlights Career Academies in multiple activities within our goal of increasing transition readiness percentages from 32% to 55% by 2021. Doss has begun a brand new STEM academy that has a pre-nursing pathway program that is recognized by the State of Kentucky and nearly 160 students have signed up for this program. The academy needs curriculum resources to ensure that they master the content standards necessary for transition readiness.</p>

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Section 2: Intervention Model (Tier I and Tier II)		
Section 3: Actions <ul style="list-style-type: none"> • Technology • Family involvement • Personnel assignments • Redirected funds • PD • Resources • External support • Review policies • Changes in policies/practices • Sustain reform 		<p>Doss High School would like to move \$6,500 from the 3-Year School Improvement Grant (2015-2018) “Resource Teacher-Other” stipend code to object code: 1002170-0643-460A. The funds will be used to purchase supplemental books, study guides and materials for Doss High School’s Health Science pathways.</p> <p>The purchase is sustainable because Doss High School Pre-Nursing classrooms will have these materials for many years to come.</p> <p>3-Year SIG (2015-2018)</p> <p>1002227-011038-460A (\$6,500) to code 1002170-0643-460A</p>
Section 4: Timeline <ul style="list-style-type: none"> • Three year timeline 		
Section 5: Tier I and Tier II annual goals <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 		
Section 6: Tier III Services <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 		
Section 7: Tier III Annual Goals <ul style="list-style-type: none"> • S.M.A.R.T. goals • Quarterly benchmarks • District support when not achieving goals 		

Sections	(Amend)Yes or No	Description data supporting amendment and strategies to be included.
Section 8: Consultation <ul style="list-style-type: none"> Stakeholder input/involvement 		

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